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RECENT EDUCATIONAL BIBLIOGRAPHY.¹

IV.

THERE is no satisfactory bibliography of educational literature in English, because no compiler has ever systematically and thoroughly included periodical literature or has listed separately the articles in the publications of the British and American bureaus of education and educational societies. This is, to be sure, now being done for current literature by the annual bibliography of education printed in every April number of the *Educational Review*, the second number of which is noted elsewhere in this article; but the vast body of widely scattered miscellaneous educational literature which has grown up in the past thirty years is not accessible in any one record or series of records, and is available only in varying degrees through the use of a number of different indexes, several of them quite unsatisfactory and some of them unknown to most educational workers because made primarily by and for librarians and not teachers.

Beside these general indexes, it is possible for the student of educational literature to stand on the shoulders of preceding workers in certain fields, who have left behind them records of the references which they found useful in the study of certain subjects.

Formerly this reference to authorities was made very informally in the text or in vague and scanty footnotes. Of late it is more and more common for the author of a book or monograph to append a formal bibliography, where he lists all the literature bearing on his theme which he has used or come to know.

It is plain that if such bibliographies could be regularly discovered and noted they would be of much use to later students, to professors, and teachers in compiling syllabi and reading lists,

¹ Numbers 1, 2, and 3 of this series are in SCHOOL REVIEW for October, 1898, 1899, and 1900.

to libraries in directing searchers to desired information and in many other ways.

It is the purpose of these annual articles in each October number of the SCHOOL REVIEW to record every item of this sort under the proper subject heading and to add such critical and descriptive comment as shall seem helpful and proper.

There is a wide difference in the merit of these bibliographies thus noted. A very bad reference list may accompany a very good book; often, indeed, a hotch-potch of more or less relevant titles is tossed together without order, method, accuracy, or comment and labeled "Bibliography."

Many such lists might be very much improved by a little extra work, intelligently done according to accepted bibliographical criteria. To the end that future lists recorded in these articles from year to year may be made of the utmost value, it seems worth while to set down a few of the points which mark a good bibliography and which are too often disregarded.

1. *Annotation:* How slight is the value of a bare list of titles on "History of Education" compared with a list which tells you that this volume is an absurd compilation by a man who knows nothing about the subject; that the next is a dry-as-dust skeleton of facts confessedly written to be crammed for teachers' examinations; that a third is the best book in English on the subject, but comes only to the eighteenth century, etc. One loses patience with the man who, writing as an expert, with all the important literature of the subject under his eye, refuses to tell about it, but sets down a bare title for our use.

If the compiler dislikes to attempt critical evaluation, even mere descriptive notes giving author's point of view, his limitations of time or style, readers for whom it is most useful, etc., are always useful.

2. *Alphabetical arrangement by authors' surnames:* Not by titles, nor haphazard. If the author is a society or body corporate, consult a competent catalogue for form of entry. If bibliography is classified in sections, alphabet separately for each section.

3. *Bibliographical data*: An accurate title, place or publisher, and date are essential. Paging, price, and size are helpful.

4. *Material included should be pertinent, and references exact when special chapters, paragraphs, or articles are meant*: A recent history of education contains in the appended bibliography these titles:

Encyclopedia Britannica,
Educational Review,
 Stoddard: *Lectures on Travel*,
 Ridpath: *Library of Universal History*,

with no clue whatever as to what articles, volumes, or lectures are meant. The items would much better be omitted entirely than given in such form.

Fancy the state of mind of the student who wishes to do collateral reading on education in India and finds in this same volume, at the head of the chapter on that subject, these definite and illuminating references:

Spofford: *Library of Historic Characters*.
 Macaulay: *Essays*.
Encyclopedia Britannica.
 Arnold: *Light of Asia*.
 Marshman: *History of India*.

A little more pains and conscience worked into bibliography will greatly increase its value to readers and students.

The following are the most notable pieces of recent bibliography which seem likely to be of use to educational workers:

ARITHMETIC

Notes on the History of American Text-Books on Arithmetic. By J. M. GREENWOOD and ARTEMAS MARTIN (in *U. S. Bureau of Education; Report of the Commissioner*, 1897-8, Vol. I, 789-868, and 1898-9, Vol. I, 781-837).

A chronological list of all arithmetics ever published in this country of which copies can be found or records discovered.

The title-page is given in full, biographical data regarding authors, full descriptions, and tables of contents.

The first edition is described whenever possible and in most cases each volume has been examined by one of the compilers.

There is an author index to both parts at the end.

CHILD-STUDY

The Child: A Study in the Evolution of Man. By A. F. CHAMBERLAIN. 498 pp., O. New York, 1900.

On pages 465-495 are listed, in one alphabet, with ample data for references, 696 titles, mainly periodical articles, of which mention is made in the body of the book. As such a mention is the only criterion for inclusion, it follows that the list is neither a complete nor exactly a selected bibliography, but merely a long list of titles quoted by the author. A handy scheme of reference by number and page joins text and bibliography.

As the author expressly stipulates that his book is an anthropological study of the significance of the child and childhood in human evolution, the list closely reflects this phase of thought and is not along the usual psychological lines of child-study.

Three fourths of the titles given are neither in Mr. McDonald's nor in Mr. L. N. Wilson's lists, which are the fullest previous bibliographies of child-study, although many of Mr. Chamberlain's references are either too general or too restricted in matter to interest the ordinary reader.

Bibliography of Child-Study for the year 1899. By L. N. WILSON (in *Pedagogical Seminary*, December 1900, Vol. VII, 526-556).

Four hundred and forty-one titles from the second annual supplement to the lists begun in this journal for April 1898 and continued in September 1899. The list includes very much, perhaps nearly everything, that is important on the subject, and also many titles that are revelant only by a very broad and somewhat strained conception of the term child-study.

There seems to be no good reason for including Dutton, *Social Phases of Education*; Wright, *Outlines of Practical Sociology*; and other similar titles. More than one third of the articles listed are in foreign languages.

COLUMBIA UNIVERSITY

Bibliography of Columbia University (in *U. S. Bureau of Education; Circular of Education*, 1900, No. 3, pp. 194-198).

An extensive list of publications and articles by and about the university from its founding to 1890. It is a pity that the list should be ten years behind the date of the printing of the monograph; it should have been revised and brought down to the present.

CORNELL UNIVERSITY

Bibliography of Cornell University (in *U. S. Bureau of Education; Circular of Information*, 1900, No. 3, pp. 421-425).

Seventy-two titles classified under the heads public acts and documents relating to the university; Histories of the school; Lives of the founder; Publications of the university, alumni, and undergraduates.

There are many helpful notes and the list seems to have been made about 1890 and imperfectly revised in 1895.

DOMESTIC ECONOMY

Bibliography of German Books Concerning Instruction in Domestic Economy to Girls (in *U. S. Bureau of Education; Report of the Commissioner*, 1898-9, Vol. I, 187-189).

Seventy-seven titles treating of the place, value, and content of the subject in the curriculum, with list of the reports of some German cooking and housekeeping schools.

EDUCATION

The Church and Popular Education. By H. B. ADAMS. 84 pp., O. Baltimore, 1900. (*Johns Hopkins University Studies*, XVIII, 393-436.)

Section 5, pp. 474-476, gives a selected list of titles, with brief comments, of literature relating to the institutional church and the proper function of the church in education.

Outline Studies in the History of Education. By A. S. OLIN. 120 pp., O. Lawrence, Kan., 1900.

This little book prints outline syllabi of fifty-two lectures forming the course on history of education offered by the author at Kansas University. Reading references covering each lecture are found in parallel columns, giving accurate citation by chapter and inclusive pages. A list, 106 titles, of works cited in the references, fills pages 110-120. Full title and imprint data are given, but no notes.

Only titles of works in English are given.

The omission of a number of books, as important and available as Mullinger, *Schools of Charles the Great*; Bowen, *Froebel*; Keatinge, *Comenius' Great Didactic*; and Woodward, *Vittorino da Feltre*, will impair the worth of the book in many hands, although ample marginal space is left for additional references.

Bibliography of Education for 1900. By J. I. WYER and I. E. LORD (in *Educational Review*, April 1901, Vol. XXI, 382-421).

This is the second number of what is now an annual feature of the *Educational Review*. The scope and distinctive features of the work are clearly stated in an introductory paragraph and were set forth in the notice of the initial number in the *SCHOOL REVIEW* for October 1900.

The number of titles listed in 1900, 481, against 618 in 1899, indicates a more rigid selection by the compilers, whose purpose it is to include *only* what is distinctly worth while.

The typographical setting is much more pleasing than in the first number, and the notes are better and more numerous. The arrangement, which groups all material on each subject, providing in addition a full author index, should make this list useful to all readers, writers, and workers along educational lines.

FRENCH LANGUAGE

Books of Reference for Students and Teachers of French. By E. G. W. BRAUNHOLTZ. 80 pp., O. London, 1901.

A very useful little volume containing a quite surprising amount of information on topics directly pertaining and remotely related to the subject, ranging from general bibliographies of French literature to books on French folk-lore, art, etc.

The book will be of most use in colleges and universities, as few high schools would use or afford to buy such a collection. More thorough data, showing publisher, price, and date of books should have been given, as well as more critical and descriptive comment. *The Nation* for May 2, 1901, on p. 359, notes some important omissions from the lists.

GEOGRAPHY

The Teaching of Geography in Switzerland and North Italy. By J. B. REYNOLDS. 112 pp., D. London, 1899.

A report presented to the University of Wales by its Gilchrist traveling student. The bibliography appended gives about fifty selected titles, many of them not found in Dr. Mill's "Hints on the Choice of Geographical Books." The list is classified under the heads: "General Works on Method in Geography;" "Swiss Works on Method in Geography;" "Geography in Swiss Universities;" "Excursions;" "Map-making and Apparatus."

ITALY—EDUCATION

Recent Italian Educational Literature. By A. F. CHAMBERLAIN (in *Educational Review*, Oct. 1900, Vol. XX, 278–288).

Summarizes addresses by the Italian minister of public instruction, giving his views of the status and future of elementary and higher education in Italy, and by Dr. Ferrari, of the University of Padua, on political education. A number of books and articles are digested which list and describe the chief Italian schools for feeble-minded and defective children, and the work which they are doing. An interesting paper on "Illiteracy" is described at some length, and the article closes with a notice of the work of Professors Benzoni and Melzi in child-study.

KENTUCKY—EDUCATION

History of Higher Education in Kentucky. By A. F. LEWIS. 350 pp., O. Washington, 1899 (*U. S. Bureau of Education; Circular of Information*, 1899, No. 3).

Lists of references are distributed through the monograph in footnotes and at the end of each article. Many of the items are too vaguely and informally cited to serve as more than hints, but the sum total is a very considerable bibliography.

KINDERGARTEN

Concerning a few Books on Child-Training. By EMILIE POULSSON (in her *Love and Law in Child-Training*. Springfield, 1899. Pp. 221–235).

Describes a dozen or two of the best books for kindergartners with especial reference to those which will be of value in interesting parents in the kindergarten. A list from so authoritative a source can be taken without reserve.

LIBRARIES

Select Bibliography of Libraries and Popular Education. By F. W. ASHLEY (in *Adams, H. B., Public Libraries and Popular Education*. Albany, 1900. Pp. 239–264. *University of New York Home Educational Bulletin No. 31*).

A selected list of titles, with helpful notes, designed to aid the general reader in the study of library extension in the United States. The point of view is the educational aspect only, of the work of American libraries. The list is divided by subjects following the chapters in the accompanying monograph.

MANUAL TRAINING

Bibliography of German Books on Manual Training for Boys (in *U. S. Bureau of Education; Report of the Commissioner*, 1898-9, Vol. I, 185-187).

General discussion, eleven titles; historical development and present status of manual training, eight titles; its place and value in the curriculum, twenty-two titles; its relations to sociology and hygiene, five titles. Author, title, place, date and price are given, with no comments whatever.

Bibliography of Manual Training (in *University of State of New York, High School Department, Bulletin No 9*. Pp. 230-284. Albany, 1900).

Appendix I is a good bibliography covering manual training and home science, first separately and then in combination.

RUTGERS COLLEGE

A Bibliography of Rutgers College. By G. A. OSBORN. 12 pp. O. New Brunswick, N. J., 1901.

A classed list divided according to the kind of publications, ranging from the college charters and laws to the publications of college societies. Entries are chronological under each section.

SCHOOLROOM DECORATION

Schoolroom Decoration, Bibliography (in *University of State of New York, Home Education Department, Bulletin 32*, pp. 423-425. Albany, 1900.)

Eighty-nine titles, bearing not only on the use of art in decorating the schoolroom, but on its formal study in the schools. While many titles have been omitted equally or more important than those given the list should be helpful to those studying the subject. Items are chiefly periodical references, and there are no notes.

TEXT-BOOKS

Confederate Text-Books (1861-1865): A Preliminary Bibliography. By STEPHEN B. WEEKS (in *U. S. Bureau of Education; Report of the Commissioner*, 1898-9, Vol. I, 1139-1155).

A list of all text-books published in the seceded states during the war years. Titles are classified under kind of book as Primer, Grammar, etc., and under each of these divisions the arrangement is

chronological. Full title-page and collation are given with extensive notes of any points of interest.

UNIVERSITY OF THE STATE OF NEW YORK

The University of the State of New York (in *U. S. Bureau of Education; Circular of Information*, 1900, No. 3, pp. 111-112).

Nineteen titles of sources used in writing the preceding monograph. The list is incomplete, recording nothing since 1890 and making no attempt to list publications *by* the university.

WOMEN'S CLUBS

Reference List on Woman's Clubs. By C. H. HASTINGS (in *Chautauquan*, April 1900, Vol. XXXI, 14-15.)

Thirty-nine carefully chosen, annotated titles, largely periodical literature. Twelve groups of topic subdivisions form a rough subject index.

J. I. WYER

THE UNIVERSITY OF NEBRASKA